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ABSTRACT

This booklet contains 10 job descriptions formulated from an analysis of the job performance of 684 workers in Texas day care centers. Five of the job descriptions are teaching positions while the other five are considered administrative. Each of the job descriptions, as well as the career progression and individual training records, are defined in terms of the tasks performed under each of nine major duties. The duties are defined according to the number of tasks performed which account for 90% of the work time of the job incumbents for any of the 10 basic jobs. In addition to the 10 job descriptions, the nine duties, together with the tasks performed, are furnished in worksheet format to be used by directors, supervisors, or individuals in the development of the career progression process. Primary tasks within each of the teaching cluster groups are identified and an additional column is provided for indicating tasks for any other job cluster group. Space is also provided within each box to enable the participant to indicate accomplishment. (Author/NJ)

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TEXAS DAY CARE STUDY

Job Descriptions
Career Progression
Individual Training Record

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TEXAS DAY CARE STUDY

Job Descriptions
Career Progression
Individual Training Record

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PREFACE

This pamphlet has been developed and is being disseminated as a resuit of the extensive study conducted in day care centers throughout the state of Texas. Project staff members of the University of Texas at San Antonio conducted the study under Contract Number 62350191 with the Division of Occupational Research and Development of the Texas Education Agency. An analysis of job performance as revealed from responses to a survey from 684 day care center personnel across the state of Texas, together with other information, led to the development of ten job descriptions, a career progression, and an individual training record for day care personnel.

On behalf of the project staff, I wish to acknowledge appreciation for all the assistance we have received from those participating in this study. This included a large number of center directors, teaching staff, child development experts, trainers, project representatives, consultants, and individuals from the Texas Department of Public Welfare, the Early Childhood Development Division of the Texas Department of Community Affairs, the Texas Education Agency, and members of the Human Resources Laboratory of the United States Air Force.

Copies of the more complete final report were sent to licensing representatives and consultants of the Texas Department of Public Welfare and to community colleges. A limited number of copies of the final report are available at the Early Childhood Development Division of the Texas Department of Community Affairs, P.O. Box 13166, Austin, Texas 78711.

Assistance in developing and conducting training programs for the needs of personnel in local communities could be obtained from a number of sources, including local offices of the Department of Public Welfare, local colleges and universities, adult or continuing education programs of public and private schools, and local chapters or representatives of associations such as the Texas Association for the Education of Young Children, the Association for Childhood Education International, the Texas Licensed Child Care Association, the Alliance of Child Development Associations, and the National Association of Child Care Administrators.

I would like to emphasize that the materials in this pamphlet, including the ten job descriptions, may be used in any way you see fit. The ten job descriptions that we have developed for your use, for example, are suggestive and may be modified to fit individual needs.

Robert T. Alciatore, Ph.D.
Project Director
Texas Day Care Study

I. JOB DESCRIPTIONS

Five of the job descriptions have been categorized as teaching ones, while the other five are considered administrative ones. Each of the job descriptions as well as the career progression and individual training records have been defined in terms of the tasks performed under each of the nine duties:

Duty	No. of Tasks
A. Development of Center Plans, Policies, and Procedures	11
B. Administration – Money, Supplies, Facilities, Equipment, Etc.	14
C. Supervising Center Staff	14
D. Providing for Health, Safety, and Comfort of Children	26
E. Teaching or Guiding Children Relating to Self-Concept, Sensory, Language, and Cognitive Development	29
F. Managing or Directing Children in Social-Emotional, Psychomotor, and Muscle Development Development	29
G. Planning Teaching Activities	7
H. Dealing with Public, Officials, and Regulations	6
I. Evaluating Children, Their Problems, and Co-ordinating Center, Home, and Agencies	26
Total	162

Duties A through I are defined in terms of the number of tasks performed accounting for 90% of the work time of the job incumbents for any of our ten basic job descriptions. Thus, Duty J, Performing Other Tasks as Required or Directed, accounts for the remaining ten percent. We did not specifically indicate the tasks for this duty and left this open for day care directors and supervisors to specify as they wished.

Three teaching levels have been identified, with three job descriptions considered entry level positions, or level I. For the second level, or level II, a fully qualified teaching position is described. Level III portrays a teaching administrative position.

Teaching job descriptions for cluster groups GP0101, GP0036, and GP0024 are all considered entry level job descriptions and those that have a moderate amount of developmental activities. Personnel having these job descriptions are not expected to participate fully in the morning program of complete developmental or comprehensive day care programs. They would be expected to require more supervision and would participate more fully in afternoon programs or morning programs of centers that are not fully developmental.

The day care supervisor may wish to modify various job descriptions. We wish to emphasize that although these job descriptions have been developed on a scientific basis and probably account for a large portion of actual jobs performed in Texas day care, none the less, these job descriptions are tentative and suggestive. Any supervisor may feel free to use these job descriptions in any way they may wish, modifying them, deleting items, and adding tasks. For example, a supervisor may wish to specify tasks under Duty J, Performing Other Tasks as Required or Directed. Particular attention should be paid to the last paragraph of each job description dealing with Required Qualifications and Characteristics. One may wish to be more specific in terms of qualifications and characteristics and may wish to indicate specifically the amount and kind of supervision required, and even the specific supervisor responsible for work performance. Supervisors may wish to add additional pages or to reproduce this material. We again wish to emphasize that they should consider this material their own.

The job description for teaching cluster group GP0122 is a high level one which involves considerable developmental kinds of activities. It is suggested that those centers desiring to have a comprehensive program, make use of this job description for all teaching staff that are involved in the morning program, particularly those of a high level developmental center or school. This job description, which is considered a level II, or a fully qualified teaching position, is one that describes the job of just a little over 50% of personnel used in our total study. A total of 98 tasks accounted for 90% of the actual job incumbent's time.

The job description for teaching cluster group GP0094 is one of high level teaching, supervising and administration. While this job description actually describes the tasks performed by a large number of center directors, it could also be a job description for assistant directors, head teachers, or other supervisors. Conceivably, a center could operate effectively with this job description and one or more of the other four teaching job descriptions. We consider this administrative teaching position as a level III position. This position is the broadest in terms of the duties and tasks which it encompases. Whereas 69 to 99 tasks account for 90% of the member's time for other teaching cluster groups, this job encompasses 135 tasks with a significant amount of time devoted to each of the duties.

The five administrative cluster groups are described in terms of the activities involved.

The first of these to be described in Administrative cluster group GP0034. This job description has been designed as one of a social services specialist. This job includes a considerable number of activities involved in the duty of evaluating children, their problems, and coordinating center, home, and agencies. Job incumbents spend 43% of their time in that one duty. A total of 75 tasks account for 90% of the time for this group.

Administrative cluster group GP0022 seems to be one of a pure administrative nature. It appears to be a high level administrative job, probably most useful where there is a large center or even a group of centers. The main duties for this job evolve around supervising center staff; dealing with public, officials, and regulations; policy development; administration; and evaluating and coordinating. A very minimal amount of time of its members is involved in teaching or guiding, managing or directing, planning teaching activities, and providing for health, safety, and comfort of children. A total of 68 tasks account for 90% of the incumbent's time.

Administrative cluster group GP0018 describes an administrative position that is heavily concerned with administration, evaluating and coordinating, some supervision, little policy development, little teaching or guiding children, little dealing with public, but a moderate amount of managing or directing children. Incumbents spend considerable time in providing for health, safety, and comfort of children, and do not seem to have full responsibility for a center. Seventy-two tasks account for 90% of their time.

Administrative cluster group GP0047 is heavily involved in policy development, supervision, administration, evaluating and coordinating, and dealing with public. The number of tasks accounting for 90% of the incumbent's time is 63, which is the smallest number for any of the ten job cluster groups. It describes the job of a center director or other supervisor who does not deal with teaching, guiding, managing, or directing children.

Administrative cluster group GP0064 is a high level administrative position which appears to primarily describe a non-teaching center director. It is the most popular one for non-teaching center administrators. A total of 93 tasks account for 90% of their working time.

JOB DESCRIPTION FOR TEACHING CLUSTER GROUP GP0101

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (1.06%)

Plan children's birthday parties. Plan children's groupings for activities.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (.46%)

Collect fees.

DUTY C — SUPERVISING CENTER STAFF - (.00%)

None

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (17.48%)

Administer first aid. Administer prescribed medications. Clear tables. Set tables or serve food. Clean playing areas. Clean or maintain toys or indoor equipment. Clean toilets, lavatories, and bathroom areas. Dispose of trash or garbage. Remove hazardous objects from children's reach or presence. Carry out emergency measures in case of illnesses, accident, or fire. Dress infants or young children. Empty or sanitize training chairs. Feed infants or young children. Hold or touch children to provide comfort to them. Introduce new child to center, staff, and children. Prepare cildren to go home. Select television programs. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (31.09%)

Build children's identity by using their first names or noting their clothing. Develop child's ability to listen. Encourage all children to try all foods. Explain safety rules to children. Guide activities that require children to answer questions or give explanations. Guide activities requiring children to ask questions. Guide activities requiring children to use rhymes, rhythms, or songs. Guide children's games. Guide children to talk about what they see and feel. Guide children to do things for themselves. Guide children to expand language. Guide children to provide accurate information. Guide children to put away toys and equipment. Guide children to take turns and share. Guide manipulative play, such as puzzles and blocks. Help children make things to play with. Read or tell stories. Teach children colors. Teach differences of size or shape of objects to children. Teach children to classify objects. Teach children to develop number concepts. Teach children nursery rhymes. Teach children to name objects. Toilet train children.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR AND MUSCLE DEVELOPMENT - (35.15%)

Decorate center for seasons, holidays, or themes. Direct children during fire drills. Direct free play activities. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Help shy children to participate in group. Maintain discipline. Manage aggressive children, such as pushers or kickers. Manage biters. Manage "bossy" or domineering children. Manage children who wet or soil their pants. Manage crying children. Manage temper tantrums. Manage bathroom procedures. Manage children in outdoor play for social development. Manage children in outdoor play to develop large muscles. Manage children in outdoor play to develop motor coordination. Manage parties, field trips, or other special activities. Manage children in snack or meal activities. Manage children in rest or sleep. Monitor television viewing. Play with infants. Praise children for efforts. Settle arguments. Arrange displays of children's work. Arrange furniture or equipment.

DUTY G — PLANNING TEACHING ACTIVITIES - (2.28%)

Plan activities using children's interests. Plan art or craft activities. Plan music, singing, or rhythmic activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (.00%)

None

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (2.82%)

Identify unusual behavior of children. Answer or make telephone calls. Report signs of illness or discomfort in children. Report unusual behavior of children.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0101 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks required of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. To meet the entry level requirements, the incumbent should be able to perform at least 50% of the tasks of this job description. After six months on the job, an incumbent should have the knowledge and skill to adequately perform at least 90% of the tasks indicated above, of the following main duties:

DUTY D, Providing for Health, Safety, and Comfort of Children;
DUTY E, Teaching or Guiding Children Relating to Self-Concept, Sensory, Language, and Cognitive Development;
DUTY F, Managing or Directing Children in Social-Emotional, Psychomotor, and Muscle Development;
DUTY G, Planning Teaching Activities;
DUTY I, Evaluating Children, Their Problems, and Coordinating Center, Home, and Agencies; and
DUTY J, Performing Other Tasks as Required or Directed.

JOB DESCRIPTION FOR TEACHING CLUSTER GROUP GP0036

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (2.03%)

Develop rules to insure health and safety of children. Plan children's birthday parties. Plan field trips or holiday celebrations. Plan menus.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (9.57%)

Arrange for transportation of children. Close center at night. Collect fees. Distribute pay checks. Inventory food or supplies. Keep records of money taken in or expended. Keep employee time records. Make staff payrolls. Open center in morning. Purchase or order food or supplies.

DUTY C — SUPERVISING CENTER STAFF - (3.94%)

Carry out personnel policies. Maintain staff personnel records. Schedule daily activities. Schedule staff work. Supervise volunteers or student workers.

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (23.32%)

Administer first aid. Administer prescribed medications. Clear tables. Conduct fire drills. Set tables or serve food. Clean playing areas. Clean and maintain kitchen equipment. Clean kitchen or dining area. Clean or maintain toys or indoor equipment. Clean toilets, lavatories, and bathroom areas. Make repairs on equipment, toys, or furniture. Regulate heating, cooling, or ventilation. Regulate lighting. Remove hazardous objects from children's reach or presence. Bathe infants or children. Carry out emergency measures in case of illnesses, accident, or fire. Dress infants or young children. Empty or sanitize training chairs. Feed infants or young children. Hold or touch children to provide comfort to them. Introduce new child to center, staff, and children. Prepare children to go home. Review and make use of individual health records. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (14.20)

Build children's identity by using their first names or noting their clothing. Develop child's ability to listen. Encourage all children to try all foods. Explain safety rules to children. Guide activities requiring children to use rhymes, rhythms, or songs. Guide children's games. Guide children to talk about what they see and feel. Guide children to do things for themselves. Guide children to expand language. Guide children to provide accurate information. Guide children to put away toys and equipment. Guide children to take turns and share. Guide manipulative play, such as puzzles and blocks. Read or tell stories. Teach children nursery rhymes. Toilet train children.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR AND MUSCLE DEVELOPMENT - (24.23%)

Decorate center for seasons, holidays, or themes. Direct children during fire drills. Direct free play activities. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Help shy children to participate in group. Maintain discipline. Manage aggressive children, such as pushers or kickers. Manage biters. Manage "bossy" or domineering children. Manage children who wet or soil their pants. Manage crying children. Manage temper tantrums. Manage bathroom procedures. Manage children in outdoor play for social development. Manage parties, field trips, or other special activities. Manage children in rest or sleep. Monitor television viewing. Play with infants. Praise children for efforts. Settle arguments. Arrange furniture or equipment.

DUTY G — PLANNING TEACHING ACTIVITIES - (1.60%)

Plan activities using children's interests. Plan activities for teaching differences of size or shape of objects. Plan music, singing, or rhythmic activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (1.97%)

Conduct public relations programs. Insure that licensing standards are met and maintained. Schedule inspections by public officials.

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME AND AGENCIES - (8.86%)

Conduct daily health observations. Identify children with vision, speech, or hearing problems. Identify symptoms of childhood diseases. Identify unusual behavior of children. Answer or make telephone calls. Explain center policies and rules to parents. Prepare reports on accidents. Report signs of illness of discomfort in children. Report unusual behavior of children. Secure good ideas from parents.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0036 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks required of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. To meet the entry level requirements the incumbent should be able to perform at least 50% of the tasks of this job description. After six months on the job, an incumbent should have the knowledge and skill to adequately perform at least 90% of the tasks indicated above, of the following main duties:

DUTY A, Development of Center Plans, Policies, and Procedures;
DUTY B, Administration — Money, Supplies, Facilities, Equipment, Etc.;
DUTY C, Supervising Center Staff;
DUTY D, Providing for Health, Safety, and Comfort of Children;
DUTY E, Teaching or Guiding Children Relating to Self-Concept, Sensory, Language, and Cognitive Development;
DUTY F, Managing or Directing Children in Social-Emotional, Psychomotor, and Muscle Development;
DUTY G, Planning Teaching Activities;
DUTY H, Dealing with Public, Officials, and Regulations;
DUTY I, Evaluating Children, Their Problems, and Coordinating Center, Home, and Agencies; and
DUTY J, Performing Other Tasks as Required or Directed.

JOB DESCRIPTIONS FOR TEACHING CLUSTER GROUP GP0024

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (.00%)

None

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (.41%)

Open center in morning.

DUTY C — SUPERVISING CENTER STAFF - (.00%)

None

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (18.45%)

Administer prescribed medications. Clear tables. Set tables or serve food. Clean playing areas. Clean or maintain toys or indoor equipment. Clean toilets, lavatories, and bathroom areas. Remove hazardous objects from children's reach or presence. Bathe infants or children. Dress infants or young children. Feed infants or young children. Hold or touch children to provide comfort to them. Introduce new child to center, staff, and children. Prepare children to go home. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (28.94)

Build children's identity by using their first names or noting their clothing. Develop child's ability to listen. Encourage all children to try all foods. Explain safety rules to children. Guide activities that require children to answer questions or give explanations. Guide activities requiring children to use rhymes, rhythms, or songs. Guide children's games. Guide children to talk about what they see and feel. Guide children to do things for themselves. Guide children to expand language. Guide children to pt away toys and equipment. Guide children to take turns and share. Guide dramatic play activities. Guide manipulative play, such as puzzles and blocks. Help children make things to play with. Read or tell stories. Teach children colors. Teach differences of size or shape of objects to children. Teach children to classify objects. Teach children nursery rhymes. Teach children to name objects. Toilet train children.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR AND MUSCLE DEVELOPMENT - (36.32%)

Decorate center for seasons, holidays, or themes. Direct free play activities. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Help shy children to participate in group. Maintain discipline. Manage aggressive children, such as pushers or kickers. Manage biters. Manage "bossy" or domineering children. Manage children who wet or soil their pants. Manage crying children. Manage temper tantrums. Manage bathroom procedures. Manage children in outdoor play for social development. Manage children in outdoor play to develop large muscles. Manage children in outdoor play to develop motor coordination. Manage children in snack or meal activities. Manage children in rest or sleep. Monitor television viewing. Play with infants. Praise children for efforts. Settle arguments. Arrange displays of children's work. Arrange furniture or equipment.

DUTY G — PLANNING TEACHING ACTIVITIES - (3.18%)

Plan activities for teaching children to associate words with pictures. Plan activities using children's interests. Plan art or craft activities. Plan music, singing or rhythmic activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (.00%)

None

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (3.07%)

Identify symptoms of childhood diseases. Identify unusual behavior of children. Answer or make telephone calls. Report signs of illness or discomfort in children.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0024 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks required of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. To meet the entry level requirements, the incumbent should be able to perform at least 50% of the tasks of this job description. After six months on the job, an incumbent should have the knowledge and skill to adequately perform at least 90% of the tasks indicated above, of the following main duties:

DUTY D, Providing for Health, Safety, and Comfort of Children;
DUTY E, Teaching or Guiding Children Relating to Self-Concept, Sensory, Language, and Cognitive Development;
DUTY F, Managing or Directing Children in Social-Emotional, Psychomotor, and Muscle Development;
DUTY G, Planning Teaching Activities;
DUTY I, Evaluating Children, Their Problems, and Coordinating Center, Home and Agencies; and
DUTY J, Performing Other Tasks as Required or Directed.

JOB DESCRIPTION FOR TEACHING CLUSTER GROUP GP0122

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (3.01%)

Develop rules to insure health and safety of children. Plan children's birthday parties. Plan children's groupings for activities. Plan field trips or holiday celebrations. Plan weekly or monthly center programs.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (.00%)

None

DUTY C — SUPERVISING CENTER STAFF - (.58%)

Schedule daily activities.

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (10.19%)

Administer first aid. Administer prescribed medications. Clear tables. Set tables or serve food. Clean playing areas. Clean or maintain toys or indoor equipment. Remove hazardous objects from children's reach or presence. Carry out emergency measures in case of illnesses, accident, or fire. Dress infants or young children. Hold or touch children to provide comfort to them. Introduce new child to center, staff, and children. Prepare children to go home. Select television programs. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (33.38%)

Build children's identity by using their first names or noting their clothing. Develop child's ability to listen. Encourage all children to try all foods. Explain safety rules to children. Guide activities that require children to answer questions or give explanations. Guide children to make books of their activities. Guide activities requiring children to ask questions. Guide activities requiring children to use rhymes, rhythms, or songs. Guide children's games. Guide children to talk about what they see and feel. Guide children to do things for themselves. Guide children to expland language. Guide children to provide accurate information. Guide children to put away toys and equipment. Guide children to take turns and share. Guide dramatic play activities. Guide manipulative play, such as puzzles and blocks. Guide nature or science activities. Guide show and tell activities. Help children make things to play with. Read or tell stories. Teach children colors. Teach children space and time concepts. Teach differences in size or shape of objects to children. Teach children to classify objects. Teach children to develop number concepts. Teach children nursery rhymes. Teach children to name objects. Toilet train children.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT - (27.36%)

Decorate center for seasons, holidays, or themes. Direct children during fire drills. Direct free play activities. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Help shy children to participate in group. Maintain discipline. Manage agressive children, such as pushers or kickers. Manage biters. Manage "bossy" or domineering children. Manage children who wet or soil their pants. Manage crying children. Manage temper tantrums. Manage bathroom procedures. Manage children in outdoor play for social development. Manage children in outdoor play to develop large muscles. Manage children in outdoor play to develop motor coordination. Manage parties, field trips, or other special activities. Manage children in snack or meal activities. Manage children in rest or sleep. Monitor television viewing. Praise children for efforts. Settle arguments. Arrange displays of children's work. Arrange furniture or equipment. Incorporate ethnic themes, traditions, greetings, holidays, or foods in program. Operate projectors.

DUTY G — PLANNING TEACHING ACTIVITIES - (7.09%)

Plan activities for teaching children to associate words with pictures. Plan activities using children's interests. Plan activities for teaching differences of size or shape of objects. Plan art or craft activities. Plan music, singing, or rhythmic activities. Plan science or nature activities. Plan show and tell activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (.00%)

None

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (8.04%)

Conduct daily health observations. Evaluate children's emotional development. Evaluate physical, sensory, or intellectual development. Identify children with motor problems. Identify children with vision, speech, or hearing problems. Identify symptoms of childhood diseases. Identify unusual behavior of children. Keep a social development record on each child. Make daily notes of children's progress. Answer or make telephone calls. Explain center policies and rules to parents. Report signs of illness or discomfort in children. Report unusual behavior of children. Secure good ideas from parents.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0122 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks required of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. To meet the entry level requirements for this job, the incumbent should be able to perform all of the tasks enumerated in one of the three of the teaching cluster groups: GP0024, GP0036, or GP0101. A fully qualified incumbent should have the knowledge and skill to adequately perform all of the tasks indicated above in the main duties:

DUTY D, Providing for Health, Safety, and Comfort of Children;
DUTY E, Teaching or Guiding Children Relating to Self-Concept, Sensory, Language, and Cognitive Development;
DUTY F, Managing or Directing Children in Social-Emotional, Psychomotor, and Muscle Development;
DUTY G, Planning Teaching Activities;
DUTY I, Evaluating Children, Their Problems, and Coordinating Center, Home, and Agencies; and
DUTY J, Performing Other Tasks as Required or Directed.

JOB DESCRIPTION FOR TEACHING CLUSTER GROUP GP0094

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (5.98%)

Develop center policies. Develop plans or procedures for emergency situations. Develop rules to insure health and safety of children. Plan budgets. Plan center open house or parent workshops. Plan children's birthday parties. Plan children's groupings for activities. Plan field trips or holiday celebrations. Plan menus. Plan weekly or monthly center programs.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (8.87%)

Arrange for transportation of children. Close center at night. Collect fees. Distribute pay checks. Inventory food or supplies. Inventory equipment or toys. Keep records of money taken in or expended. Keep employee time records. Make staff payrolls. Open center in morning. Purchase or order food or supplies. Purchase or order equipment or toys.

DUTY C — SUPERVISING CENTER STAFF - (9.21%)

Carry out personnel policies. Conduct staff meetings. Hire or dismiss employees. Maintain staff personnel records. Schedule building maintenance. Schedule daily activities. Schedule staff vacations. Schedule staff work. Supervise in-service training. Supervise volunteers or student workers. Visit classrooms to guide teaching staff. Determine qualifications or potential staff members. Evaluate staff and determine training requirements.

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (9.89%)

Administer first aid. Administer prescribed medications. Conduct fire drills. Set tables or serve food. Clean playing areas. Clean or maintain toys or indoor equipment. Regulate heating, cooling, or ventilation. Regulate lighting. Remove hazardous objects from children's reach or presence. Carry out emergency measures in case of illnesses, accident or fire. Hold or touch children to provide comfort to them. Introduce new child to center, staff, and children. Prepare children to go home. Select television programs. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (17.82%)

Build children's identity by using their first names or noting their clothing. Develop child's ability to listen. Encourage all children to try all foods. Explain safety rules to children. Guide activities that require children to answer questions or give explanations. Guide children to make books of their activities. Guide activities requiring children to ask questions. Guide activities requiring children to use rhymes, rhythms, or songs. Guide children's games. Guide children to talk about what they see and feel. Guide children to do things for themselves. Guide children to expand language. Guide children to provide accurate information. Guide children to put away toys and equipment. Guide children to take turns and share. Guide dramatic play activities. Guide manipulative play, such as puzzles and blocks. Guide nature or science activities. Guide show and tell activities. Help children make things to play with. Read or tell stories. Teach children colors. Teach children space and time concepts. Teach differences of size or shape of objects to children. Teach children to classify objects. Teach children to develop number concepts. Teach children nursery rhymes. Teach children to name objects.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR AND MUSCLE DEVELOPMENT - (17.59%)

Decorate center for seasons, holidays, or themes. Direct children during fire drills. Direct free play activities. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Help shy children participate in group. Maintain discipline. Manage agressive children, such as pushers or kickers. Manage biters. Manage "bossy" or domineering children. Manage children who wet or soil their pants. Manage crying children. Manage temper tantrums. Manage bathroom procedures. Manage children in outdoor play for social development. Manage children in outdoor play to develop large muscles. Manage children in outdoor play to develop motor coordination. Manage parties, field trips, or other special activities. Manage children in snack or meal activities. Manage children in rest or sleep. Praise children for efforts. Settle arguments. Arrange displays of children's work. Arrange furniture or equipment. Incorporate ethnic themes, traditions, greetings, holidays, or foods in program.

DUTY G — PLANNING TEACHING ACTIVITIES - (3.39%)

Plan activities for teaching children to associate words with pictures. Plan activities using children's interests. Plan activities for teaching differences of size or shape of objects. Plan art or craft activities. Plan music, singing, or rhythmic activities. Plan science or nature activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (3.84%)

Conduct public relations programs. Deal with officers or board of directors of organization sponsoring center. Insure that licensing standards are met and maintained. Schedule inspections by public officials. Evaluate compliance with federal regulations. Evaluate compliance with local or state regulations.

DUTY I — EVALUATE CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (13.81%)

Conduct daily health observations. Evaluate children's emotional development. Evaluate physical, sensory, or intellectual development. Identify children with motor problems. Identify children with vision, speech or hearing problems. Identify symptoms of childhood diseases. Identify unusual behavior of children. Keep a social development record on each child. Answer or make telephone calls. Assess children's needs in terms of parent's values. Discuss child rearing practices with parents. Explain center policies and rules to parents. Get parents to share special skills or talents. Prepare reports on accidents. Refer children with motor problems. Refer children with vision, speech, or hearing problems. Refer parents to agencies for help with social, health, or legal problems. Report signs of illness or discomfort in children. Report unusual behavior of children. Secure good ideas from parents.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0094 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks required of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. To meet the entry requirements, the incumbent should be able to perform all of the tasks enumerated in teaching cluster group GP0122. A fully qualified incumbent would be considered a teaching administrator, and should have the knowledge and skill to adequately perform all of the tasks in all of the duties described above. In addition to duties of the fully qualified teaching position, the incumbent must have knowledge and skill for policy, development, administration, supervision, dealing with public, and evaluation of children and coordinating center, home, etc.

JOB DESCRIPTIONS FOR ADMINISTRATIVE CLUSTER GROUP GP0034

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (2.89%)

Develop rules to insure health and safety of children. Plan center open house or parent workshops. Plan field trips or holiday celebrations.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (9.46%)

Close center at night. Collect fees. Distribute pay checks. Inventory equipment or toys. Keep reords of money taken in or expended. Keep employee time records. Purchase or order food or supplies. Purchase or order equipment or toys.

DUTY C — SUPERVISING CENTER STAFF - (7.26%)

Carry out personnel policies. Maintain staff personnel records. Schedule daily activities. Schedule swimming instructions. Supervise in-service training. Determine qualifications of potential staff members. Evaluate staff and determine training requirements.

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (11.59%)

Administer first aid. Administer prescribed medications. Dispose of trash or garbage. Regulate heating, cooling, or ventilation. Regulate lighting. Remove hazardous objects from children's reach or presence. Carry out emergency measures in case of illnesses, accident, or fire. Hold or touch children to provide comfort to them. Introduce new child to center, staff, and children. Prepare children to go home. Review and make use of individual health records. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (2.67%)

Build children's identity by using their first names or noting their clothing. Encourage all children to try all foods. Explain safety rules to children.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT - (5.13%)

Decorate center for seasons, holidays, or themes. Direct children during fire drills. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Manage crying children. Play with infants. Praise children for efforts. Settle arguments.

DUTY G — PLANNING TEACHING ACTIVITIES - (2.52%)

Plan activities for teaching children to associate words with pictures. Plan activities using children's interests. Plan activities for teaching differences of size or shape of objects. Plan art or craft activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (4.52%)

Insure that licensing standrds are met and maintained. Schedule inspections by public officials. Evaluate compliance with federal regulations. Evaluate compliance with local or state regulations.

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (43.08%)

Conduct daily health observations. Evaluate children's emotional development. Evaluate physical, sensory, or intellectual development. Identify children with motor problems. Identify children with vision, speech, or hearing problems. Identify symptoms of childhood diseases. Identify unusual behavior of children. Keep a social development record on each child. Make daily notes of children's progress. Answer or make telephone calls. Assess children's needs in terms of parent's values. Assist families in filling out applications for aid. Assist families to improve their homes. Conduct parenting workshops. Discuss child rearing practices with parents. Get parents to share special skills or talents. Prepare reports on accidents. Prepare reports on suspected child abuse or neglect. Refer children with motor problems. Refer children with vision, speech, or hearing problems. Refer parents to agencies for help with social, health, or legal problems. Report signs of illness or discomfort in children. Report unusual behavior of children. Secure good ideas from parents. Visit children's homes.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0034 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks requisite of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. A fully qualified incumbent would be considered a social services specialist. The main emphasis of the incumbent's knowledge and skill is in performance of tasks under Duty I, evaluating children, their problems, and coordinating center, home, and agencies. The incumbent is also involved in the other duties, most notesbly those of administration, supervision, children's health, safety and comfort, and managing or directing children.

JOB DESCRIPTIONS FOR ADMINISTRATIVE CLUSTER GROUP GP0022

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (17.0%)

Develop center advertising or public relations programs. Develop center policies. Develop plans or procedures for emergency situations. Develop rules to insure health and safety of children. Plan budgets. Plan center open house or parent workshops. Plan children's groupings for activities. Plan field trips or holiday celebrations. Plan menus. Plan weekly or monthly center programs.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (14.24%)

Arrange for transportation of children. Close center at night. Collect fees. Distribute pay checks. Fill out forms for payment of fees by government. Inventory food or supplies. Inventory equipment or toys. Keep records of money taken in or expended. Keep employee time records. Make staff payrolls. Open center in morning. Purchase or order food or supplies. Purchase or order equipment or toys.

DUTY C — SUPERVISING CENTER STAFF - (24.67%)

Carry out personnel policies. Conduct staff meetings. Hire or dismiss employees. Maintain staff personnel records. Schedule building maintenance. Schedule daily activities. Schedule staff vacations. Schedule staff work. Supervise in-service training. Supervise volunteers or student workers. Visit classrooms to guide teaching staff. Determine qualifications of potential staff members. Evaluate staff and determine training requirements.

DUTY E — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (5.77%)

Administer first aid. Conduct fire drills. Clean or maintain toys or indoor equipment. Make repairs on equipment, toys, or furniture. Regulate heating, cooling, or ventilation. Regulate lighting. Remove hazardous objects from children's reach or presence. Carry out emergency measures in case of illnesses, accident, or fire.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (1.16%)

Build children's identity by using their first names or noting their clothing. Explain safety rules to children.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT - (1.76%)

Decorate center for seasons, holidays, or themes. Arrange furniture or equipment. Incorporate ethnic themes, traditions, greetings, holidays, or foods in programs.

DUTY G — PLANNING TEACHING ACTIVITIES - (1.11%)

Plan activities using children's interests. Plan science or nature activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (14.03%)

Conduct public relations programs. Deal with officers or board of directors of organization sponsoring center. Insure that licensing standards are met and maintained. Schedule inspections by public officials. Evaluate compliance with federal regulations. Evaluate compliance with local or state regulations.

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (10.01%)

Evaluate children's emotional development. Evaluate physical, sensory, or intellectual development. Answer or make telephone calls. Conduct parenting workshops. Discuss child rearing practices with parents. Explain center policies and rules to parents. Prepare reports on accidents. Refer children with motor problems. Refer parents to agencies for help with social, health, or legal problems. Report signs of illness or discomfort in children. Report unusual behavior of children.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0022 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks requisite of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. This job description is a relatively pure administrative one, involving a fair amount of nearly all types of duties with the exception of those directly related to teaching or guiding children, managing or directing children, and planning teaching activities, for which the incumbent performs few tasks.

JOB DESCRIPTIONS FOR ADMINISTRATIVE CLUSTER GROUP GP0018

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (3.40%)

Plan center open house or parent workshops. Plan field trips or holiday celebrations. Plan menus.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (17.91%)

Arrange for transportation of children. Close center at night. Collect fees. Distribute pay checks. Fill out forms for payment of fees by government. Inventory food or supplies. Inventory equipment or toys. Keep records of money taken in or expended. Keep employee time records. Open center in morning. Purchase or order food or supplies. Purchase or order equipment or toys.

DUTY C — SUPERVISING CENTER STAFF - (9.58%)

Carry out personnel policies. Hire or dismiss employees. Maintain staff personnel records. Schedule staff vacations. Schedule staff work. Supervise volunteers or student workers. Visit classrooms to guide teaching staff. Determine qualifications of potential staff members. Evaluate staff and determine training requirements.

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (21.60%)

Administer first aid. Administer prescribed medications. Clear tables. Conduct fire drills. Regulate heating, cooling, or ventilation. Regulate lighting. Remove hazardous objects from children's reach or presence. Carry out emergency measures in case of illnesses, accident, or fire. Hold or touch children to provide comfort to them. Introduce new child to center, staff, and children. Prepare children to go home. Review and make use of individual health records. Select television programs. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (6.62%)

Build children's identity by using their first names or noting their clothing. Encourage all children to try all foods. Explain safety rules to children. Guide activities that require children to answer questions or give explanations. Guide activities requiring children to use rhymes, rhythms, or songs. Guide children to talk about what they see and feel. Guide children to take turns and share.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT - (13.30%)

Decorate center for seasons, holidays, or themes. Direct children during fire drills. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Maintain discipline. Manage aggressive children, such as pushers or kickers. Manage biters. Manage "bossy" or domineering children. Manage crying children. Manage parties, field trips, or other special activities. Manage children in rest or sleep. Monitor television viewing. Play with infants. Praise children for efforts. Settle arguments. Operate projectors.

DUTY G — PLANNING TEACHING ACTIVITIES - (.39%)

Plan music, singing or rhythmic activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (1.58%)

Insure that licensing standards are met and maintained.

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (15.66%)

Identify symptoms of childhood diseases. Identify unusual behavior of children. Answer or make telephone calls. Assist families in filling out applications for aid. Explain center policies and rules to parents. Get parents to share special skills or talents. Prepare reports on accidents. Report signs of illness or discomfort in children. Report unusual behavior of children.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0018 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks requisite of this position description. Must present evidence of good physical and mental conditions as required by state regulations and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. The tasks are concentrated more in the duties of administration, providing for health, safety, and comfort of children, managing or directing children, and evaluating children, their problems, and coordinating center, home, and agencies. Some time is involved in supervising center staff, and teaching or guiding children, with relatively little time to tasks or other duties.

JOB DESCRIPTIONS FOR ADMINISTRATIVE CLUSTER GROUP GP0047

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (9.12%)

Develop center advertising or public relations programs. Develop center policies. Develop plans or procedures for emergency situations. Develop rules to insure health and safety of children. Plan budgets. Plan center open house or parent workshops. Plan children's groupings for activities. Plan field trips or holiday celebrations. Plan menus.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (23.84%)

Arrange for transportation of children. Close center at night. Collect fees. Distribute pay checks. Drive children to or from center. Inventory food or supplies. Inventory equipment or toys. Keep records of money taken in or expended. Keep employee time records. Make staff payrolls. Open center in morning. Purchase or order food or supplies. Purchase or order equipment or toys.

DUTY C — SUPERVISING CENTER STAFF - (21.74%)

Carry out personnel policie. Conduct staff meetings. Hire or dismiss employees. Maintain staff personnel records. Schedule building maintenance. Schedule staff vacations. Schedule staff work. Supervise in-service training. Supervise volunteers or student workers. Visit classrooms to guide teaching staff. Determine qualifications of potential staff members. Evaluate staff and determine training requirements.

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (6.80%)

Administer first aid. Administer prescribed medications. Conduct fire drills. Make repairs on equipment, toys, or furniture. Regulate heating, cooling, or ventilation. Remove hazardous objects from children's reach or presence. Introduce new child to center, staff, and children. Review and make use of individual health records.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (1.10%)

Build children's identity by using their first names or noting their clothing.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT - (2.02%)

Direct children during fire drills. Manage parties, field trips, or other special activities. Arrange furniture or equipment.

DUTY G — PLANNING TEACHING ACTIVITIES - (.00%)

None

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (8.07%)

Deal with officers or board of directors of organization sponsoring center. Insure that licensing standards are et and maintained. Evaluate compliance with federal regulations. Evaluate compliance with local or state regulations.

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (17.74%)

Conduct daily health observations. Evaluate children's emotional development. Evaluate physical, sensory, or intellectual development. Identify children with vision, speech, or hearing problems. Identify unusual behavior of children. Answer or make telephone calls. Assess children's needs in terms of parent's values. Discuss child rearing practices with parents. Explain center policies and rules to parents. Prepare reports on accidents. Report signs of illness or discomfort in children. Report unusual behavior of children. Secure good ideas from parents.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0047 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks required of this position description. Must present evidence of good physical and mental condition, as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. The tasks are concentrated in administration, supervision, evaluating and coordinating. Incumbent also spends a considerable portion of time in policy development and dealing with public, officials, and regulations.

JOB DESCRIPTION FOR ADMINISTRATIVE CLUSTER GROUP GP0064

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (10.00%)

Develop center advertising or public relations programs. Develop center policies. Develop plans or procedures for emergency situations. Develop rules to insure health and safety of children. Plan budgets. Plan center open house or parent workshops. Plan children's groupings for activities. Plan field trips or holiday celebrations. Plan menus. Plan weekly or monthly center programs.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (13.13%)

Arrange for transportation of children. Close center at night. Collect fees. Distribute pay checks. Fill out forms for payment of fees by government. Inventory food or supplies. Inventory equipment or toys. Keep records of money taken in or expended. Keep employee time records. Make staff payrolls. Open center in morning. Purchase or order food or supplies. Purchase or order equipment or toys.

DUTY C — SUPERVISING CENTER STAFF - (17.24%)

Carry out personnel policies. Conduct staff meetings. Hire or dismiss employees. Maintain staff personnel records. Schedule building maintenance. Schedule daily activities. Schedule staff vacations. Schedule staff work. Supervise in-service training. Supervise volunteers or student workers. Visit classrooms to guide teaching staff. Determine qualifications of potential staff members. Evaluate staff and determine training requirements.

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (9.36%)

Administer first aid. Administer prescribed medications. Conduct fire drills. Regulate heting, cooling, or ventilation. Remove hazardous objects from children's reach or presence. Carry out emergency measures in case of illnesses, accident, or fire. Hold or touch children to provide comfort to them. Introduce new child to center, staff and children. Review and make use of individual health records. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (2.09%)

Build children's identity by using their first names or noting their clothing. Encourage all children to try all foods. Explain safety rules to children.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT - (9.81%)

Decorate center for seasons, holidays, or themes. Direct children during fire drills. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Maintain discipline. manage aggressive children, such as pushers or kickers. Manage biters. Manage "bossy" or domineering children. Manage crying children. Manage temper tantrums. Manage parties, field trips, or other special activities. Praise children for efforts. Settle arguments. Arrange furniture or equipment. Incorporate ethnic themes, traditions, greetings, holidays, or foods in program.

DUTY G — PLANNING TEACHING ACTIVITIES - (.00%)

None

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (7.18%)

Conduct public relations programs. Deal with officers or board of directors of organization sponsoring center. Insure that licensing standards are met and maintained. Schedule inspections by public officials. Evaluate compliance with federal regulations. Evaluate compliance with local or state regulations.

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS AND COORDINATING CENTER, HOME, AND AGENCIES - (21.35%)

Conduct daily health observations. Evaluate children's emotional development. Evaluate physical, sensory, or intellectual development. Identify children with motor problems. Identify children with vision, speech, or hearing problems. Identify symptoms of childhood diseases. Identify unusual behavior of children. Keep a social development record on each child. Answer or make telephone calls. Assess children's needs in terms of parent's values. Assist families in filling out applications for aid. Conduct parenting workshops. Discuss child rearing practices with parents. Explain center policies and rules to parents. Get parents to share special skills or talents. Prepare reports on accidents. Prepare reports on suspected child abuse or neglect. Refer children with motor problems. Refer children with vision, speech, or hearing problems. Refer parents to agencies for help with social, health, or legal problems. Report signs of illness or discomfort in children. Report unusual behavior of children. Secure good ideas from parents.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0064 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks required of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. The tasks are concentrated in evaluating and coordinating activities, supervising, administration, policy development, and dealing with public, officials, and regulations. It is the most prominent non-teaching administrative job, primarily describing the job of a center director.

II. CAREER PROGRESSION AND INDIVIDUAL TRAINING RECORDS

The nine (9) duties together with the tasks performed, as described in the preceding section, are furnished in work sheet format which can be used by directors, supervisors, or individuals in the development of the career progression process. Those primary tasks within each of the teaching cluster groups have been identified by the figure "#". An additional column has been provided for indicating tasks for any other job cluster group. Space has been provided within each box to enable the participant to indicate accomplishment and/or date.

Worksheet "J" has been provided for the addition of such tasks, that may be required by a specific center, which are not covered in any of the foregoing duties.

It is intended that these worksheets be reproduced as needed and be utilized as an individual training record.

A - DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES	0101 I	0024 I	0036 I	0122 II	0094 III	
A1. Develop center advertising or public relations program						
A2. Develop center policies					#	
A3. Develop plans or procedures for emergency situations					#	
A4. Develop rules to insure health and safety of children			#	#	#	
A5. Plan budgets					#	
A6. Plan center open house or parent workshops					#	
A7. Plan children's birthday parties	#		#	#	#	
A8. Plan children's groupings for activities	#			#	#	
A9. Plan field trips or holiday celebrations			#	#	#	
A10. Plan menus			#		#	
A11. Plan weekly or monthly center programs				#	#	
B - ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC.	0101 I	0024 I	0036 I	0122 II	0094 III	
B1. Arrange for transportation of children		#	#		#	
B2. Close center at night		#	#		#	
B3. Collect fees	#		#		#	
B4. Distribute pay checks			#		#	
B5. Drive children to or from center						
B6. Fill out forms for payment of fees by government						
B7. Inventory food or supplies			#		#	
B8. Inventory equipment or toys					#	
B9. Keep records of money taken in or expended			#		#	
B10. Keep employee time records			#		#	
B11. Make staff payrolls			#		#	
B12. Open center in morning			#		#	
B13. Purchase or order food or supplies			#		#	
B14. Purchase or order equipment or toys					#	

C - SUPERVISING CENTER STAFF	0101 I	0024 I	0036 I	0122 II	0094 III	
C1. Carry out personnel policies			#		#	
C2. Conduct staff meetings					#	
C3. Hire or dismiss employees					#	
C4. Maintain staff personnel records			#		#	
C5. Schedule building maintenance					#	
C6. Schedule daily activities			#	#	#	
C7. Schedule staff vacations					#	
C8. Schedule staff work			#		#	
C9. Schedule swimming instructions						
C10. Supervise in-service training					#	
C11. Supervise volunteers or student workers			#		#	
C12. Visit classrooms to guide teaching staff					#	
C13. Determine qualifications of potential staff members					#	
C14. Evaluate staff and determine training requirements					#	

D - PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN	0101 I	0024 I	0036 I	0122 II	0094 III	
D1. Administer first aid	#		#	#	#	
D2. Administer prescribed medications	#	#	#	#	#	
D3. Clear tables	#	#	#	#		
D4. Conduct fire drills			#		#	
D5. Set tables or serve food	#	#	#	#	#	
D6. Clean playing areas	#	#	#	#	#	
D7. Clean and maintain kitchen equipment			#			
D8. Clean kitchen or dining area			#			
D9. Clean or maintain toys or indoor equipment	#	#	#	#	#	
D10. Clean toilets, lavatories, and bathroom areas	#	#	#			
D11. Dispose of trash or garbage	#					
D12. Make repairs on equipment, toys, or furniture			#			
D13. Regulate heating, cooling or ventilation			#		#	
D14. Regulate lighting			#		#	
D15. Remove hazardous objects from children's reach or presence	#	#	#	#	#	
D16. Bathe infants or children		#	#			
D17. Carry out emergency measures in case of illnesses, accident, or fire	#		#	#	#	
D18. Dress infants or young children	#	#	#	#		
D19. Empty or sanitize training chairs	#		#			
D20. Feed infants or young children	#	#	#			
D21. Hold or touch children to provide comfort to them	#	#	#	#	#	
D22. Introduce new child to center, staff, and children	#	#	#	#	#	
D23. Prepare children to go home	#	#	#	#	#	
D24. Review and make use of individual health records			#			
D25. Select television programs	#			#	#	
D26. Tie children's shoes	#	#	#	#	#	

E - TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT	0101 I	0024 I	0036 I	0122 II	0094 III	
E1. Build children's identity by using their first names or noting their clothing	#	#	#	#	#	
E2. Develop child's ability to listen	#	#	#	#	#	
E3. Encourage all children to try all foods	#	#	#	#	#	
E4. Explain safety rules to children	#	#	#	#	#	
E5. Guide activities that require children to answer questions or give explanations	#	#		#	#	
E6. Guide children to make books of their activities				#	#	
E7. Guide activities requiring children to ask questions	#			#	#	
E8. Guide activities requiring children to use rhymes, rhythms, or songs	#	#	#	#	#	
E9. Guide children's games	#	#	#	#	#	
E10. Guide children to talk about what they see and feel	#	#	#	#	#	
E11. Guide children to do things for themselves	#	#	#	#	#	
E12. Guide children to expand language	#	#	#	#	#	
E13. Guide children to provide accurate information	#		#	#	#	
E14. Guide children to put away toys and equipment	#	#	#	#	#	
E15. Guide children to take turns and share	#	#	#	#	#	
E16. Guide dramatic play activities		#		#	#	
E17. Guide manipulative play, such as puzzles and blocks	#	#	#	#	#	
E18. Guide nature or science activities				#	#	
E19. Guide show and tell activities				#	#	
E20. Help children make things to play with	#	#		#	#	
E21. Read or tell stories	#	#	#	#	#	
E22. Teach children colors	#	#		#	#	
E23. Teach children space and time concepts				#	#	
E24. Teach differences of size or shape of objects to children	#	#		#	#	
E25. Teach children to classify objects	#	#		#	#	
E26. Teach children to develop number concepts	#			#	#	
E27. Teach children nursery rhymes	#	#	#	#	#	
E28. Teach children to name objects	#	#		#	#	
E29. Toilet train children	#	#	#	#		

F - MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT	0101 I	0024 I	0036 I	0122 II	0094 III	
F1. Decorate center for season, holidays, or themes	#	#	#	#	#	
F2. Direct children during fire drills	#		#	#	#	
F3. Direct free play activities	#	#	#	#	#	
F4. Encourage children to express emotions	#	#	#	#	#	
F5. Encourage children to vent frustrations or hostilities without hurting others	#	#	#	#	#	
F6. Help shy children to participate in group	#	#	#	#	#	
F7. Maintain discipline	#	#	#	#	#	
F8. Manage agressive children, such as pushers or kickers	#	#	#	#	#	
F9. Manage biters	#	#	#	#	#	
F10. Manage "bossy" or domineering children	#	#	#	#	#	
F11. Manage children who wet or soil their pants	#	#	#	#	#	
F12. Manage crying children	#	#	#	#	#	
F13. Manage temper tantrums	#	#	#	#	#	
F14. Manage bathroom procedures	#	#	#	#	#	
F15. Manage children in outdoor play for social development	#	#	#	#	#	
F16. Manage children in outdoor play to develop large muscles	#	#		#	#	
F17. Manage children in outdoor play to develop motor coordination	#	#		#	#	
F18. Manage parties, field trips, or other special activities	#		#	#	#	
F19. Manage children in snack or meal activities	#	#	#	#	#	
F20. Manage children in rest or sleep	#	#	#	#	#	
F21. Monitor homework of "after school children"						
F22. Monitor television viewing	#	#	#	#		
F23. Play with infants	#	#	#			
F24. Praise children for efforts	#	#	#	#	#	
F25. Settle arguments	#	#	#	#	#	
F26. Arrange displays of children's work	#	#		#	#	
F27. Arrange furniture or equipment	#	#	#	#	#	
F28. Incorporate ethnic themes, traditions, greetings, holidays, or foods in program				#	#	
F29. Operate projectors				#		

G - PLANNING TEACHING ACTIVITIES	0101 I	0024 I	0036 I	0122 II	0094 III	
G1. Plan activities for teaching children to associate words with pictures		#		#	#	
G2. Plan activities using children's interests	#	#	#	#	#	
G3. Plan activities for teaching differences of size or shape of objects			#	#	#	
G4. Plan art of craft activities	#	#		#	#	
G5. Plan music, singing, or rhythmic activities	#	#	#	#	#	
G6. Plan science or nature activities				#	#	
G7. Plan show and tell activities				#		

H - DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS	0101 I	0024 I	0036 I	0122 II	0094 III	
H1. Conduct public relations program			#		#	
H2. Deal with officers or board of directors of organization sponsoring center					#	
H3. Insure that licensing standards are met and maintained			#		#	
H4. Schedule inspections by public officials			#		#	
H5. Evaluate compliance with federal regulations					#	
H6. Evaluate compliance with local or state regulations					#	

I - EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES	0101 I	0024 I	0036 I	0122 II	0094 III	
I1. Conduct daily health observations			#	#	#	
I2. Evaluate children's emotional development				#	#	
I3. Evaluate physical, sensory, or intellectual development				#	#	
I4. Identify children with motor problems				#	#	
I5. Identify children with vision, speech, or hearing problems			#	#	#	
I6. Identify symptoms of childhood diseases		#	#	#	#	
I7. Identify unusual behavior of children	#	#	#	#	#	
I8. Keep a social development record on each child				#	#	
I9. Make daily notes of children's progress				#		
I10. Answer or make telephone calls	#	#	#	#	#	
I11. Assess children's needs in terms of parent's values					#	
I12. Assist families in filling out applications for aid						
I13. Assist families to improve their homes						
I14. Conduct parenting workshops						
I15. Discuss child rearing practices with parents					#	
I16. Explain center policies and rules to parents			#	#	#	
I17. Get parents to share special skills or talents					#	
I18. Prepare reports on accidents			#		#	
I19. Prepare reports on suspected child abuse or neglect						
I20. Refer children with motor problems					#	
I21. Refer children with vision, speech, or hearing problems					#	
I22. Refer parents to agencies for help with social, health, or legal problems					#	
I23. Report signs of illness or discomfort in children	#	#	#	#	#	
I24. Report unusual behavior of children	#		#	#	#	
I25. Secure good ideas from parents			#	#	#	
I26. Visit children's homes						

J - PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED	0101 I	0024 I	0036 I	0122 II	0094 III	
J1.						
J2.						
J3.						
J4.						
J5.						
J6.						
J7.						
J8.						
J9.						
J10.						

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